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ABSTRACT

Adult students of English as a second language (ESL) in northern New Jersey were surveyed to determine their perceptions of the relative importance of various aspects of English instruction. The questionnaire was based on a 1974 Adult Performance Level Study (APL). Results of the survey led to the following general conclusions: (1) Spanish-speaking students were enthusiastic about virtually all of the 132 subjects described on the APL, and were especially interested in the area of occupational knowledge: (2) Japanese students were most interested in areas involving the consumption of goods and services, and least interested in occupational knowledge; and (3) Polish students were least interested in the consumer area, and most interested in the vocational area. In general, it was concluded that coping skills should be a part of all adult ESL curricula, though not all such skills are of universal interest. Responses were further analyzed according to nationality, sex, and urban or rural residence of respondents. Program planning is discussed, and the questionnaire and a tabular breakdown of responses are appended. (JB)

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WHAT ESL STUDENTS WANT:

a report of their opinions on coping skills in the classroom

Jean W. Bodman and Susan C. Lanzano

1978

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INTRODUCTION

In planning the content of instruction, whether it be for an entire course, a particular class or a two-minute segment of class time, a language teacher is faced with numerous decisions. In order to make these decisions, a skilled teacher will consider not only the language that needs to be taught, but also the purposes (particular or global) for which each student might want to learn the language and each student's level of linguistic sophistication.

Ideally, the teacher will make good choices regarding instructional content, providing the kinds of information about the language that the students can use and the kinds of practice that will prepare them for communication in "the real world." This might sound like plain common sense, but as anyone who has taught ESL can tell you, it is far from easy to do!

How do we select from the seemingly endless number of language rules that must be mastered those which will be most useful to any given student, let alone a class of ESL students? Do we concentrate on oral or written language? On production (speaking/writing) or comprehension (listening/reading)? Do we emphasize the systematic aspects of the language (eg., grammar, sound system) or vocabulary items? Do we teach separate bits of information, "lifted," so to speak, from the communicative contexts in which they might occur? Or do we teach an integrated, "total package," involving, for example, all of the verbal and non-verbal components of an act (such as requesting information) which could serve a particular communicative function?

Do we do all of this? If so, in what proportions? These decisions and others are not easy to make. Nevertheless, we are called upon to make them, deliberately or not, every time we initiate an activity in the classroom.

In terms of curriculum design, there are certain basic choices: Course content can be organized according to language elements in isolation. These elements can be grammatical and phonological as has been the case in most traditional or "structural" syllabuses; or they can be functions or concepts expressed through language as is being advocated by a number of pioneers of a relatively new idea in syllabus design called the "functional-notional" syllabus. Another option is to deal with language wholistically, presenting it as it occurs in specific real life situations.

Without going into the particular merits of each approach, it is safe to say that whichever approach one begins with, it must sooner or later be complemented by the kinds of insights that are made possible by the others. A language learner needs opportunities to focus both on discrete language elements--a micro focus--and on real communication acts--a macro focus. Thus, for example, students who are taught a number of discrete grammatical and phonological rules will need an opportunity to employ them in a communicative context where they are integrated with other language elements. Conversely, students whose learning has been organized around particular situations and the communicative gestalt that goes with them will, at some point, need to focus upon the individual language components involved if they are to make any real headway toward achieving linguistic autonomy.

A teacher can start with a linguistic item in isolation, extrapolating from real language an abstraction about how one of its components works (eg., the addition of "-er than" to a monosyllabic adjective results in the comparative form.) However, in order for this item to be "practiced" in any meaningful way, it has to be used in some larger context.

When a teacher starts with a communication act itself, there is already a context for each item which might later be looked at in isolation. This is to say that whichever approach is used, a teacher ultimately has to think not only about particular linguistic items but about the contexts in which they will be used in the classroom.

If students are to use language meaningfully, the issue of contexts is vital. I am reminded of a class I observed recently in which the teacher wanted students to practice using "-er than" with adjectives, but she hadn't really thought through the way she was going to get students to do this. So she wound up asking students things like,

Are your earrings newer than your glasses?

Students fumbled, trying to latch on to a word and say what they were expected to, but it was clear that they weren't sure what was being asked of them. As a result, the teacher then had to spend time explaining what she meant. Why would anyone want to know if one's earrings are newer than one's glasses? For such a question to arise in the discourse of native speakers, one would have to hypothesize an extraordinary situation!

ESL students are not any more prepared than the population at large to deal with questions which do not appear to make sense. In fact, they are at a much greater disadvantage than native speakers, as they may think that the words would make sense if only they knew enough English! All of us can undoubtedly recall similar experiences in which the teacher leads the student into that "guess what I mean" labryinth. How do we avoid it? One way is to provide students with an opportunity to think or feel and hence, with a real reason to speak.

It is with these thoughts in mind that we have considered the implications of the Adult Performance Level Study for ESL. The Adult Performance Level Study, (APL) conducted by Dr. Norvell Northcutt and a research team at the University of Texas at Austin and published in 1974, set out to define what it is that adults need to know in order to function successfully in our technological society.

In addition to the 3 R's and skills in interpersonal relations, the study defined five major content areas: Occupational Knowledge, Community Resources, Health, Consumer Economics and Government and Law. Goals, Objectives and Tasks were developed for each area and published in their final report. Much of what was ennumerated in the Study, being of concern to adults, in general, might be of interest to ESL students and hence of value to their teachers as contexts for language learning and language practice. However, since the APL Study was based on the adult population of the U.S. at large, it was not at all clear to what extent it reflected the needs of non-native speakers. We asked ourselves two questions: 1) What are the needs of non-native speakers with regard to the APL-defined coping skills? 2) What is the place of content other than American English language and culture in the ESL classroom?

DESCRIPTION OF THE SURVEY AND ITS POPULATION

As a first step in answering these questions, we decided to conduct a survey of ESL students in State-funded adult education programs in northern New Jersey served by our Adult Education Resource Center to get an idea of the content areas they thought would be "interesting" or "important" to discuss or learn about in their ESL classes. The questionnaire which we constructed (Appendix A) was developed with the following considerations:

1) The items on the survey would have to be intelligible to the students. Therefore, rather than use the Objectives and Tasks of the APL which were written for teachers, items for the survey were written with considerably more specificity. In addition, so that the survey would be accessible to even the most elementary students of ESL, provided they were literate in their native language, we had the survey translated into eighteen different languages.

2) We felt it would be of value to ask students to consider each topic from two different standpoints: 1) their interest in it; 2) its importance to them. In order to do this, we asked students to respond to the same set of items twice, once in terms of their interest in each topic and once in terms of the importance they attributed to each.

3) Because of the length of the questionnaire (resulting from detailed topics each asked twice) we limited the topics to two of the major APL content areas: Occupational Knowledge (23 topics); and Consumer Education (43 topics).

4) Students were asked to respond to each topic by circling one in each category:

Interest		Importance	
very interesting	(3)	very important	(3)
interesting	(2)	important	(2)
not interesting	(1)	not important	(1)
no opinion	(0)	no opinion	(0)
don't understand	(-)	don't understand	(-)
know enough	(+)	know enough	(+)

5) Following the "objective" section described above, we included a free response section which asked students what other topics they would be interested in discussing or felt they need to learn about in their ESL classes, what things were most difficult to learn when they first arrived in the U.S., and what things were the most different in this country.

6) At the end of the survey, certain biographical data were elicited: age, sex, marital status, country of origin and length of time in the U.S. In addition to this information, we knew also in which community each student was attending adult education classes and on that basis identified him/her as "urban" or "suburban."

One of the most useful ways, and probably the most valid, to use a survey such as this is to provide individual teachers with profiles of the topics their students are interested in. There are also broader applications to be made--generalizations regarding preferences of groups according to language, nationality, sex, age, etc.

Our survey was designed so as to permit our looking at responses to it in several ways: grouping together all participants; grouping participants by language, by country of origin, by age, by sex, by marital status, by length of time in the U.S., by membership in a particular teacher's class, by the community in which they are attending classes--and, by inference, as residents of urban or suburban communities in northern New Jersey. Were we to revise the survey, we would undoubtedly want to include a means of dis-

covering something about the purpose for which each student was studying English as well as his/her level of education and general socio-economic status*.

With so many variables to consider and without a full-time research staff to enable us to redesign our questionnaire and retest in greater depth, we could not hope to arrive at truly conclusive generalizations regarding the relative importance of particular variables.

Does membership in a common language group such as Spanish count for very much? Would it be more sensible to look at nationality? Is socio-economic status a more significant variable than nationality? Would adults of the same age from different cultures have more in common than adults of different ages of the same culture? Questions like these are fascinating to ponder.

Since most ESL teachers when asked about the composition of their classes think first of the language backgrounds of their students, we followed suit and looked at the responses to the survey first by language. Among the largest non-native language groups in New Jersey are Spanish, Japanese, Polish, Arabic, Farsi, Russian, Vietnamese, Italian and Greek. We hope eventually to look at

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*One problem with gathering this data is that educational systems of countries vary a great deal--not only in their quality but in their organization. Socioeconomic status poses other problems: Does one look at the position and salary held in the native country or in the U.S.? Difficulties such as these prevented us from attempting to elicit this data in the same manner as age, sex, etc. However, these would be important things to know in order to attempt any real generalizations on the applicability of information gained about a given population to any other.

several of these groups. For now, we have large enough samples of only three language groups: Spanish (359); Japanese (57) and Polish (37), having administered the Survey to a total of 453 students.

The Japanese and Polish groups represent nationality as well as language. The Spanish-speakers, on the other hand, came from seventeen different countries, the overwhelming majority from Cuba (112) and Colombia (71) followed by Ecuador (32) and Puerto Rico (29). These four nationality groups accounted for 245 of the 359 Spanish-speaking participants in our survey.

All of the participants were students in State-funded education classes in northern New Jersey, primarily Bergen, Hudson and Passaic Counties.

The table below provides information regarding the mean age, ratio of female to male, ratio of married to single, and average length of time in the U.S. of the participants by nationality.

SOCIOLOGICAL INFORMATION

Nationality: (number)	Cuban (113)	Puerto Rican (29)	Colombian (71)	Ecuadorian (32)	Japanese (57)	Polish (37)
Mean Age (yrs.)	42.5	26.7	30.5	32.8	33.4	30.1
Approx. ratio of Females to Males (Females:Males)	3:1	3:1	1:1	1:1	4:1	1:1
Approx. ratio of Married to Single (Married:Single)	4:1	1:1	1:1	2:1	14:1	1:1
Mean length of time in U.S. (yrs.)	10.0	7.2	5.9	5.9	2.8	2.9

RESULTS OF THE SURVEY

On our first computer run with Spanish speaking groups, we decided to look at the correlation between responses to "interest" and "importance." The correlation between the two sections was extremely high, suggesting, perhaps, that students did not consider the

categories as different. We then looked at the data from the Spanish speaking and Japanese populations to see what percentages had answered (2) (interesting/important) or (3) (very interesting/very important). The data can be seen in Appendix B. Later we looked at the responses of Polish students to an abbreviated version of the survey which elicited their judgement with regard to interest only, not importance. From the resulting data, some very general conclusions can be drawn:

1. ESL students from Poland, Japan and Spanish-speaking countries can be said to be enthusiastic about learning those areas described in the APL Study.

2. Out of the 132 items on the questionnaire, Spanish speaking students felt that 129 were interesting and important to learn. More than half of all the students rated these items (2) or (3). Only for items #29, 92 and 95 did the majority of students not respond (2) or (3). Two of these (#29 and #95: Read newspaper ads for apartments) were inadvertently omitted from the Spanish questionnaire and cannot, therefore, be considered as having been "judged." This leaves, in effect, one topic for which it is likely that there was no real interest among Spanish speakers (#92: How to tip).

   A considerable number of students in the Spanish-speaking group chose not to answer each question. Looking at the adjusted frequency column (which disregards missing cases), all of the items were given a (2) or (3) by more than 50% of the students.

   The topics of greatest interest and importance to Spanish speakers were in the area of occupational knowledge.

3. The Japanese students were, in general, less enthusiastic than the Spanish speakers. Of the 132 items on the Survey, 32 received less than a (2) or (3) by more than 50% of the students. Considering adjusted frequencies, this number drops to 25 and comprises items #1-10, 21, 22, 23, 67, 71, 72, 73, 75, 76, 77, 87, 88, 89 and 114.

Of the 25 which received less than 50% (2) and (3) responses, nine are duplicates; that is, they represent the same topic with a different number (eg., "Discuss what kind of job is best for you" is repsented by #1 on the interest section of the Survey and by #67 on the importance section.)

Counting only separate, topics, then, fifteen topics on the Survey appear to be of little interest to the Japanese students who participated.

It is interesting to note that fourteen of the items of least interest to the Japanese students were in the area of occupational knowledge.

The items of greatest interest among the Japanese also present some notable contrasts with those of interest to Spanish speakers. The highest ranked items by the Japanese group were:

#24 - Order and pay in restaurants
25 - Read and understand menus
26 - How to tip
62 - Learn when you can and cannot bargain in the U.S.
63 - Learn how to read advertisements to tell legitimate offers from suspicious offers

Only one of these--#63--received (3) ratings by 50% or more of the Japanese students.

4. The Polish students, like the Japanese, were less enthusiastic than the Spanish speakers. Of the 66 items on the Polish version of the questionnaire (an abbreviated version, asking only for a response with regard to interest [illegible]: importance, for each topic) 54 received a rating of (2) or (3) by 50% or more of the students (relative frequency), leaving twelve for which little interest was shown: #26, 27, 29, 30, 33, 34, 38, 39, 41, 43, 53 and 55.

From this, it would appear that the topics of least interest to the Polish students lay in the consumer area, notably in the categories of shopping for apartments, houses and cars.

The topics of greatest interest to the Polish students

were in the vocational area. The following items were rated (3) by 50% or more of the Polish students:

#1 - Discuss what kind of job is best for you
2 - Read job descriptions
3 - Learn about job qualifications
9 - Fill out application forms

At this point, we felt that we were on firm ground when we recommended to our teachers that they incorporate coping skills (as defined by the APL competencies into the ESL curriculum.) However, even from a first glance at the differences among language groups, it was also clear that not all coping skills appealed equally to all students.

We decided to look at the responses according to the additional variables of nationality, sex, and residence in an urban or suburban area. What we found can be seen in Appendix C. The general conclusions that we were able to draw were the following:

1. Cubans and Colombians were more enthusiastic about learning APL competencies than Ecuadorians and Puerto Ricans. Thus it would not be wise to make generalizations based on language background alone.

2. The Polish and Japanese students were less enthusiastic than the Spanish-speaking students.

3. Women tended to be more enthusiastic than men.

4. Surbanites were more enthusiastic than urbanites.

In order to further break down the data that we received, we compiled a weighted index for each item. All scores of (3) were multiplied by 3; all scores of (2) were multiplied by 2 and (1) by 1. The mean was then computed. The items on the questionnaire were grouped into the following categories: getting a job, job benefits, job miscellaneous, consumer skills, money matters, apartment matters, house matters, car matters, res-

taurant and tipping. There were eleven items under getting a job. The number of items receiving a rating of 2.8 (1/11) was one. The data are available in Appendix D. Indices were developed for the Spanish and Japanese students.

Considering the fact that the majority of ESL students in adult programs is Spanish speaking, we thought it might be worthwhile to prepare a separate listing of the items rated highest by this group in our Survey. Using the weighted index described above as well as frequencies of (3) responses, we identified the 24 topics most likely to succeed with this group. See Appendix E.

We feel that we can now recommend with some confidence to our programs with populations similar to the ones in our sample that if they develop lessons around the topics listed in Appendices C and E, they will be likely to be working in areas which are of interest to their students.

The main body of the survey being limited to occupational knowledge and consumer awareness, we felt that it was extremely important to consider student responses to the "free response" section.* These responses were not easy to deal with. Not only did the questionnaires have to be translated, but we had to

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*1. If there are any other topics that you enjoy discussing, write them here:

2. If there are any other topics which you feel you need to learn about, write them here:

3. What things were the most difficult for you to learn about when you came to the U.S.?

4. What things were the most different from your country?

develop a system of grouping the varied responses into fewer than 850 or so categories! Appendix F shows the free responses of Japanese and Spanish-speakers grouped in categories to which we assigned them to the best of our abilities.

The categories which emerged as we grouped responses from Spanish speakers were (in order of importance):

	number of responses
English	272
culture	179
climate	71
employment	67
transportation	38
food	36
shopping	25
finances	23
miscellaneous	21
academic subjects	20
health care	17
children	15
system of education	15
U.S. gov't. and law	14
housing	11
clothing	5

The actual phrases used by students on the free response section appear in Appendix G listed below the categories to which we have assigned them. (The phrases have, of course, been translated into English.) Where the same phrase was used by more than one student--and this was frequently the case--it has not been repeated in the listing.

The categories which emerged as we attempted to describe the Japanese responses to the free response section follow (again, in order of importance). The actual phrases used by the students are indicated in Appendix G.

	number of responses
culture	61
English	34
health care	25
miscellaneous	23
system of education	21
transportation	14
academic subjects	13
tipping	13
recreation	11
shopping	8
employment	6
measurement	6
banking	4
food	4
U.S. gov't. and law	4

IMPLICATIONS OF THE SURVEY FOR INSTRUCTIONAL PLANNING

From the free responses of the Spanish-speaking and Japanese students, some general conclusions can be drawn:

1) The most critically felt needs of the non-native speakers we surveyed are to learn English and to understand the culture in which they are now living.

2) For the Japanese students, health care was also a relatively important area.

In looking at this, one cannot help but be struck by what we might have known all along: ESL students are interested most of all in learning English and the culture of its speakers! From many of the free responses, it became apparent that the students if given a chance to learn English or to learn coping skills would clearly opt for the former. These students obviously saw coping skills and English as mutually exclusive, which we do not feel is necessarily the case. However, it should be

added, at the risk of stating the obvious, that teaching a coping skill does not automatically result in helping students learn the English language or culture.

It is certainly beyond the scope of this report to discuss in depth all of the considerations which need to go into the planning of a course or even a lesson which integrates coping skills with language and culture in such a way as to serve students' most vital interest on all counts.

However, it would seem that instructional planners would do well to draw on what is known about how our language works not only from the micro perspective of forms but also from the macro perspective of functions. In the past our curricula were concerned almost exclusively with grammar, phonology and random vocabulary. Now, as we become more concerned with teaching language for general and specific communication needs, we will have to consider the additional dimensions of social and conceptual factors.

As native speakers, we know what language forms to use to carry out particular language functions, to express various kinds of ideas in various settings in various roles using various styles. ESL students, too, if they are to communicate in English, need to know not only the forms of the language, but when to use them.

J.A. van Ek in The Threshold Level for Modern Language Learning in Schools (Longman, 1976) suggests six areas that need to be considered:

1) general functional category (eg., giving or getting factual information; expressing and finding out intellectual attitudes; expressing and finding out emotional attitutes; etc.)

2) "notion(s)" or concept(s) involved (eg., existence, time, space, quantity, etc.)

3) setting and topics (eg., school, home, work, recreation, etc.)

4) social, sexual and psychological roles (eg., friends, strangers, officials, subordinate-superior-peer, etc.)

5) style and range (informal-formal; tentative-certain)

6) grammar and vocabulary appropriate to the above

It is obviously impossible for an ESL course to teach all possible language functions, the expression of all concepts, language appropriate to all settings and topics, all roles and all styles. Practical considerations such as the number of hours students have to spend in a language course force us to establish priorities. For most students, who are interested in acquiring a general ability to communicate, (as opposed to those who are interested in English only for special purposes, eg., reading physics books) a core of basic language functions in oral and written language could be the foundation for a course.*

In addition, students may have specific language needs. It is in getting at some of these specific needs that a survey as ours can be useful. Relating the items on our survey to the above framework suggested by van Ek, it can be seen that a great many of the items are on the level of topics (eg., medical insurance, how to tip, how to use a bank, etc.); whereas about fifteen entail quite specific language behaviors which would have clearly defined features in terms of function, notion, setting, role, style and range (eg., Fill out application forms. Learn how to speak in a job interview. Learn how to order and pay in restaurants. Read and understand menus, etc.)

(*See the ops. cit. of A. Wilkins and J.A. van Ek for in depth explorations of this possibility.)

In deciding whether to spend class time on a particular item on our survey, or on any coping skill, for that matter, it helps to take a careful look at what is actually involved and to see that it matches with students' long or short-range language needs. Among the variables to consider are these:

Does the item require performance in English? (eg., "fill out job applications")

1) If it does not involve a performance in English (eg., "life insurance plans")

   a) are you using the item as a context for language practice:

      or

   b) are you providing students with information vital to them that they cannot get elsewhere? (eg., cultural information that lay people may be unaware of or reluctant to give)

2) If it does involve a performance in English...

   a) Which of the sub-skills is (are) involved?

      eg., listening-speaking (the act of ordering in a restaurant)
      reading (read newspaper ads for jobs)
      writing-reading (fill out job applications)

   b) How extensive a command of the language is required?

      eg., limited vocabulary (read clothing labels)
      (deposit money in a bank)

      extensive command of vocabulary, structure, phonology and non-verbal system (perform a job interview)

   c) To what extent can the language learned to "perform" the coping skill be applied to other situations?

      eg., highly specialized vocabulary (read menus)
      general vocabulary, structure, etc.
      (speak in a job interview)

It is probably safe to say that non-native adults attend ESL classes because they trust that by so doing they will learn English faster or better. This being the case, it becomes our primary responsibility not to waste their time, but to spend it in such a way as to provide them with the greatest return for the energy they expend in learning.

So far, we have talked about the importance of assessing students' communication needs and relating instruction to these. Two other essential criteria for setting instructional priorities are aimed at conserving students' (and teachers') energy: Notwithstanding extenuating circumstances which would justify spending time on highly specialized language (such as a student's pressing need to learn all of the items on the menu of a restaurant where he is going to be a waiter), it makes sense to select as instructional context 1) that which is widely applicable (productive and/or high frequency) in the language: and 2) that which students can most easily integrate with what they already know.

The fact that for non-native speakers English language and culture constitute the GREAT COPING SKILL is sometimes obscured in these days of enthusiasm for other coping skills. While it it extremely gratifying to know that in this day of "relevancy" it is no longer likely that the Mr. Parkhills of the world will be requiring the Hyman Kaplans in their ESL classes to parse sentences and recite verb paradigms, it is, at the same time, to be hoped that the linguistic content ESL students need to acquire is not completely obliterated under a wad of insurance forms, real estate ads and grocery bills! With that caution, welcome to the union of ESL and APL.

adult education resource center • aerc

The Adult Education Resource Center is a program that is designed to help you by helping your teachers. One way that we help is to find or make materials that will make your English classes more interesting. We would like you to help us prepare more interesting materials by taking a little time to tell us what you would like to talk about in class and what you need to learn in addition to English.

We are going to list a number of topics. Some you might like to learn about and talk about very much. Others might not be interesting at all. Please feel free to give us your honest opinion.

If you would enjoy talking about this and think it is very interesting, circle the 3. (3)

If you think it might be interesting, circle the 2. (2)

If you think this topic is not interesting, circle the 1. (1)

If you have no opinion, circle the 0. (0)

If you do not understand, circle the X. (X)

If you already know a lot about this topic and do not feel you need to learn more, circle the +. (+)

	Topic	Very Interesting 3	Interesting 2	Not Interesting 1	No Opinion 0	Don't Understand X	Know Enough +
1.	Discuss what kind of job is best for you	3	2	1	0	X	+
2.	Read job descriptions	3	2	1	0	X	+
3.	Learn about job qualifications	3	2	1	0	X	+
4.	Discuss how to look for a job	3	2	1	0	X	+
5.	Read newspaper ads for jobs	3	2	1	0	X	+
6.	Learn about employment agencies	3	2	1	0	X	+

Topic	Very Interesting 3	Interesting 2	Not Interesting 1	No Opinion 0	Dont Understand X	Know Enough +
7. Discuss how to apply for a job	3	2	1	0	X	+
8. Write resumes	3	2	1	0	X	+
9. Fill out application forms	3	2	1	0	X	+
10. Learn how to take employment tests	3	2	1	0	X	+
11. Learn how to speak in a job interview	3	2	1	0	X	+
12. Learn about deductions from a job paycheck	3	2	1	0	X	+
Discuss job benefits:						
13. vacation time	3	2	1	0	X	+
14. sick leave	3	2	1	0	X	+
15. medical insurance	3	2	1	0	X	+
16. social security	3	2	1	0	X	+
17. pensions	3	2	1	0	X	+
18. life insurance plans	3	2	1	0	X	+
19. unemployment insurance	3	2	1	0	X	+
20. labor unions	3	2	1	0	X	+
Discuss job problems:						
21. lay offs	3	2	1	0	X	+
22. firing	3	2	1	0	X	+
23. quitting	3	2	1	0	X	+
Learn how to order and pay in 24. restaurants	3	2	1	0	X	+
25. Read and understand menus	3	2	1	0	X	+
26. How to tip	3	2	1	0	X	+
Discuss and learn how to find and rent an apartment:						
27. Reading leases	3	2	1	0	X	+
28. Learning about real estate agencies	3	2	1	0	X	+
29. Read newspaper ads for apartments	3	2	1	0	X	+
30. Learn about hidden costs	3	2	1	0	X	+
31. Discuss how to select a location	3	2	1	0	X	+
32. Learn the law for renting	3	2	1	0	X	+
Discuss and learn how to find and buy a house:						
33. Reading newspaper ads	3	2	1	0	X	+
34. Learn about real estate agencies	3	2	1	0	X	+
35. Understanding mortgages	3	2	1	0	X	+
36. Discuss how to select a location	3	2	1	0	X	+
37. How to find a lawyer	3	2	1	0	X	+
38. Learn about hidden costs	3	2	1	0	X	+

Topic	Very Interesting	Interesting	Not Interesting	No Opinion	Don't understand	Know Enough
	3	2	1	0	X	+
Learn about how to buy a car by:						
39. Reading consumer guides	3	2	1	0	X	+
40. Learn how to get a loan for a car	3	2	1	0	X	+
41. Reading newspaper ads	3	2	1	0	X	+
42. Deciding which to buy--a new car or a used car	3	2	1	0	X	+
Learning how to maintain a car by:						
43. Discussing when to take it to a garage	3	2	1	0	X	+
44. Learning how to repair it yourself	3	2	1	0	X	+
Discuss how to pay for goods and services:						
45. When to pay cash	3	2	1	0	X	+
46. When to take out loans and how to	3	2	1	0	X	+
47. The good and bad of charge accounts	3	2	1	0	X	+
48. When to use lay-away	3	2	1	0	X	+
49. The good and bad of credit cards	3	2	1	0	X	+
50. How to use a checking account	3	2	1	0	X	+
Discuss how to buy clothes:						
51. Reading labels	3	2	1	0	X	+
52. Understanding sizes in the U.S.	3	2	1	0	X	+
53. The hidden costs of clothes	3	2	1	0	X	+
Discuss how to buy food:						
54. Learning about unit pricing	3	2	1	0	X	+
55. The good and the bad of packaging	3	2	1	0	X	+
56. Learn how to use a bank	3	2	1	0	X	+
Learn how to find the best buy:						
57. Learn how to compare weights	3	2	1	0	X	+
58. Learn how to compare sizes	3	2	1	0	X	+
59. Learn how to compare prices	3	2	1	0	X	+
60. Learn how to compare quality	3	2	1	0	X	+
61. Learn about wholesale prices and retail prices	3	2	1	0	X	+
62. Learn when you can and can not bargain in the U.S.	3	2	1	0	X	+
63. Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X	+
64. Discuss warranties and how to use them	3	2	1	0	X	+
65. Discuss how to exchange goods	3	2	1	0	X	+
66. Discuss how to buy furniture and appliances	3	2	1	0	X	+

We would like you to now think about all of these topics again. This time do not think about what you would like to learn. Think about what you need to learn. Often we know that we need to learn about something and yet we really are not that interested in the subject.

For example: I have a friend. He needs to learn about how to prepare his income tax. But he really does not like to work with numbers. He has delayed learning how to do his income tax for several years. Each year he has to pay an accountant to prepare the forms.

He needs to learn how to do his taxes. But he does not enjoy learning this.

Sometimes we enjoy talking about a subject. We know a lot about this topic and so we don't need to learn that much about it.

For example: Some of my students like to talk about where they buy their groceries and where they can find the best buys. They know a lot about buying food and how to look for a good bargain.

They don't need to learn about buying food. But they enjoying talking about this.

In the next section, we would like you to indicate which topics you really feel that you need to learn about. You may need to learn about it now or you may be able to use this information in the future.

Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
67. Discuss what kind of job is best for you	3	2	1	0	X
68. Read job descriptions	3	2	1	0	X
69. Learn about job qualifications	3	2	1	0	X
70. Discuss how to look for a job	3	2	1	0	X
71. Read newspaper ads for jobs	3	2	1	0	X
72. Learn about employment agencies	3	2	1	0	X
73. Discuss how to apply for a job	3	2	1	0	X
74. Write resumes	3	2	1	0	X
75. Fill out application forms	3	2	1	0	X
76. Learn how to take employment tests	3	2	1	0	X
77. Learn how to speak in a job interview	3	2	1	0	X

	Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
78.	Learn about deductions from a job paycheck	3	2	1	0	X
	Discuss job benefits:					
79.	vacation time	3	2	1	0	X
80.	sick leave	3	2	1	0	X
81.	medical insurance	3	2	1	0	X
82.	social security	3	2	1	0	X
83.	pensions	3	2	1	0	X
84.	life insurance plans	3	2	1	0	X
85.	unemployment insurance	3	2	1	0	X
86.	labor unions	3	2	1	0	X
	Discuss job problems:					
87.	lay offs	3	2	1	0	X
88.	firing	3	2	1	0	X
89.	quitting	3	2	1	0	X
90.	Learn how to order and pay in restaurants	3	2	1	0	X
91.	Read and understand menus	3	2	1	0	X
	How to tip	3	2	1	0	X
	Discuss and learn how to find and rent an apartment:					
93.	Reading leases	3	2	1	0	X
94.	Learning about real estate agencies	3	2	1	0	X
95.	Read newspaper ads for apartments	3	2	1	0	X
96.	Learn about hidden costs	3	2	1	0	X
97.	Discuss how to select a location	3	2	1	0	X
98.	Learn the law for renting	3	2	1	0	X
	Discuss and learn how to find and buy a house:					
99.	Reading newspaper ads	3	2	1	0	X
100.	Learn about real estate agencies	3	2	1	0	X
101.	Understanding mortgages	3	2	1	0	X
102.	Discuss how to select a location	3	2	1	0	X
103.	How to find a lawyer	3	2	1	0	X
104.	Learn about hidden costs	3	2	1	0	X
	Learn about how to buy a car by:					
105.	Reading consumer guides	3	2	1	0	X
106.	Learn how to get a loan	3	2	1	0	X
107.	Reading newspaper ads	3	2	1	0	X
108.	Deciding which to buy--a new car or a used car	3	2	1	0	X
	Learning how to maintain a car by:					
109.	Knowing when to take it to a garage	3	2	1	0	X
110.	Learning how to repair it yourself	3	2	1	0	X

	Topic	Very Important 3	Important 2	Not Important 1	No Opinion 0	Don't Understand X
	Discuss how to pay for goods and services:					
111.	When to pay cash	3	2	1	0	X
112.	When to take out loans and how to	3	2	1	0	X
113.	The good and the bad of charge accounts	3	2	1	0	X
114.	When to use lay-away	3	2	1	0	X
115.	The good and the bad of credit cards	3	2	1	0	X
116.	How to use a checking account	3	2	1	0	X
	Discuss how to buy clothes:					
117.	Reading labels	3	2	1	0	X
118.	Understanding sizes in the U.S.	3	2	1	0	X
119.	The hidden costs of clothes	3	2	1	0	X
	Discuss how to buy food:					
120.	Learning about unit pricing	3	2	1	0	X
121.	The good and the bad of packaging	3	2	1	0	X
122.	Learn how to use a bank	3	2	1	0	X
	Learn how to find the best buy:					
123.	Learn how to compare weights	3	2	1	0	X
124.	Learn how to compare sizes	3	2	1	0	X
125.	Learn how to compare prices	3	2	1	0	X
126.	Learn how to compare quality	3	2	1	0	X
127.	Learn about wholesale prices and retail prices	3	2	1	0	X
128.	Learn when you can and can not bargain in the U.S.	3	2	1	0	X
129.	Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X
130.	Discuss warranties and how to use them	3	2	1	0	X
131.	Discuss how to exchange goods	3	2	1	0	X
132.	Discuss how to buy furniture and appliances	3	2	1	0	X

If there are any other topics that you enjoy discussing, write them here:

If there are any other topics which you feel you need to learn more about, write them here:

What things were the most difficult for you to learn about when you came to the U.S.?

What things were the most different from your country?

How old are you? _____ Are you male or female? _____ Are you married? _____
What country are you from? _____ How long have you been in the U.S.? _____

THANK YOU VERY MUCH FOR YOUR HELP.

Students answering (2) important/interesting and (3) very important/very interesting from Spanish-speaking countries:

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
1	81.1	86.9	22	312
2	76.6	83.1	26	308
3	84.1	89.5	20	314
4	79.3	84.1	19	315
5	73.9	77.7	16	318
6	75.1	81.3	25	309
7	81.7	87.2	21	313
8	61.9	68.6	32	302
9	79.0	85.1	24	310
10	85.0	91.3	23	311
11	90.8	93.8	11	323
12	83.5	89.7	23	311
13	82.6	91.7	33	301
14	79.9	90.8	40	294
15	81.4	92.5	40	294
16	81.1	91.3	37	297
17	76.6	88.8	46	288
18	77.8	89.3	43	291
19	77.2	89.6	46	288
20	71.2	81.5	42	292
21	76.6	85.4	34	300
22	66.4	83.4	68	266
23	63.1	80.5	72	262
24	66.4	73.7	33	301
25	69.7	75.4	25	309
26	51.8	55.8	24	310
27	83.8	85.9	8	326
28	71.5	78.9	31	303
29	43.8	77.3	145	189
30	63.7	71.5	36	298
31	72.1	81.4	38	296
32	76.0	87.0	42	292
33	72.4	78.1	24	310
34	63.1	74.0	49	285
35	70.6	78.1	32	302
36	69.1	80.0	45	289
37	71.8	84.0	48	286
38	62.5	82.2	80	254
39	78.1	82.3	17	317
40	79.3	83.6	17	317
41	64.9	73.3	38	296
42	70.3	75.6	23	311
43	60.1	64.8	24	310
44	59.8	67.5	38	296
45	73.6	79.6	25	309
46	72.7	81.8	37	297
47	79.3	86.9	29	305
48	69.1	76.5	32	302
49	77.5	84.1	26	308

APPENDIX B (con't.)

Spanish

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
50	72.1	77.8	24	310
51	66.1	69.8	17	317
52	64.3	70.8	30	304
53	60.5	66.6	31	303
54	73.0	76.9	17	317
55	75.4	81.8	26	308
56	83.8	88.9	19	315
57	72.4	77.8	23	311
58	64.9	7..4	30	304
59	67.6	74.3	30	304
60	71.2	79.3	34	300
61	69.4	76.8	32	302
62	73.9	78.7	20	314
63	83.5	87.5	15	319
64	88.0	91.5	13	321
65	82.9	87.7	18	316
66	75.4	79.8	18	316
67	79.3	85.2	23	311
68	74.8	82.2	30	304
69	79.6	87.2	29	305
70	75.7	83.0	29	305
71	67.1	75.4	37	297
72	96.1	76.5	32	302
73	77.2	84.8	30	304
74	59.8	68.5	42	292
75	74.8	82.5	31	303
76	80.5	87.9	28	306
77	84.7	91.9	26	308
78	81.1	88.8	29	305
79	82.0	91.3	34	300
80	80.8	91.5	39	295
81	83.5	93.3	35	299
82	80.8	90.9	37	297
83	78.7	89.2	39	295
84	52.4	86.2	131	203
85	78.1	90.2	45	289
86	74.8	86.2	44	290
87	79.0	88.3	35	299
88	72.4	88.7	61	273
89	70.9	85.9	58	276
90	58.6	67.8	45	289
91	61.9	72.4	48	286
92	47.9	55.7	47	287
93	75.4	84.2	35	299
94	64.3	74.7	46	288
95	35.4	73.8	174	160
96	58.7	72.8	65	269
97	66.1	78.6	53	281
98	70.6	82.9	49	285
99	63.4	74.2	48	286
100	55.7	69.6	67	267

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
101	62.5	75.7	58	276
102	63.1	77.3	61	273
103	63.4	78.6	64	270
104	56.5	76.9	88	246
105	70.9	80.6	40	294
106	73.0	82.7	39	295
107	60.1	73.4	56	278
108	62.2	70.7	40	294
109	59.8	66.7	34	300
110	58.9	67.2	41	293
111	70.9	78.8	33	301
112	70.3	81.6	46	288
113	77.2	87.4	39	295
114	65.8	76.1	45	289
115	73.9	85.8	46	288
116	68.8	78.5	41	293
117	64.3	72.2	36	298
118	63.8	73.5	44	290
119	59.0	70.1	53	281
120	66.4	75.8	41	293
121	70.3	80.0	44	290
122	79.9	90.5	39	295
123	68.2	78.3	43	291
124	62.8	73.5	48	286
125	66.1	76.5	45	289
126	69.4	80.6	46	288
127	62.4	76.0	55	279
128	70.6	79.7	38	296
129	78.4	85.9	29	305
130	82.9	91.4	31	303
131	80.2	87.5	28	306
132	75.4	81.8	26	308

Students answering (2) important/interesting and (3) very important/very interesting from Japan:

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
1	45.6	47.3	2	55
2	43.9	45.5	2	55
3	56.2	58.2	2	55
4	43.8	45.5	2	55
5	40.4	41.8	2	55
6	40.3	41.8	2	55
7	40.3	42.6	3	54
8	42.1	44.5	3	54
9	42.1	44.5	3	54
10	45.7	47.3	2	55
11	50.9	52.7	2	55
12	56.2	57.1	1	56
13	61.4	62.5	1	56
14	56.2	57.1	1	56
15	61.5	62.5	1	56
16	59.6	60.8	1	56
17	56.1	57.1	1	56
18	57.9	60.0	2	55
19	57.9	58.9	1	56
20	49.1	50.0	1	56
21	42.1	42.1	0	57
22	42.1	43.7	2	55
23	38.6	40.0	2	55
24	86.0	89.1	2	55
25	94.8	94.8	0	57
26	86.0	86.0	0	57
27	71.9	71.9	0	57
28	65.0	65.0	0	57
29	57.9	57.9	0	57
30	68.5	68.5	0	57
31	68.5	69.6	1	56
32	73.7	75.0	1	56
33	50.9	52.7	2	55
34	49.1	51.9	3	54
35	43.8	45.4	2	55
36	56.1	59.3	3	54
37	47.4	50.9	4	53
38	52.7	56.6	4	53
39	52.6	53.5	1	56
40	56.1	57.2	1	56
41	52.6	54.6	2	55
42	59.6	61.8	2	55
43	79.0	79.0	0	57
44	59.7	6017	1	56
45	68.5	70.9	2	55
46	61.4	62.5	1	56
47	65.0	68.5	3	54
48	50.9	53.7	3	54
49	73.7	75.0	1	56

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
50	70.2	71.5	1	56
51	71.9	71.9	0	57
52	73.7	73.7	0	57
53	54.4	55.4	1	56
54	68.5	69.6	1	56
55	59.7	59.7	0	57
56	80.7	82.1	1	56
57	63.2	64.2	1	56
58	70.2	71.4	1	56
59	73.7	75.0	1	56
60	75.5	78.2	2	55
61	68.4	69.7	1	56
62	89.5	89.5	0	57
63	93.0	93.0	0	57
64	78.9	80.3	1	56
65	57.9	59.0	1	56
66	89.5	89.5	0	57
67	47.4	48.2	1	56
68	50.9	51.8	1	56
69	54.4	55.3	1	56
70	47.3	48.2	1	56
71	43.9	44.6	1	56
72	42.1	42.9	1	56
73	43.9	45.5	2	55
74	49.1	50.0	1	56
75	45.6	47.3	2	55
76	45.6	46.4	1	56
77	45.6	46.2	1	56
78	50.9	51.7	1	56
79	57.9	60.0	2	55
80	52.6	54.5	2	55
81	61.4	63.6	2	55
82	57.9	60.0	2	55
83	56.1	58.2	2	55
84	54.3	56.4	2	55
85	54.3	56.4	2	55
86	49.1	50.9	2	55
87	35.0	36.4	2	55
88	35.1	36.4	2	55
89	33.3	34.6	2	55
90	68.4	72.2	3	54
91	77.2	78.6	1	56
92	73.7	76.3	2	55
93	77.2	78.6	1	56
94	59.6	60.7	1	56
95	59.7	61.9	2	55
96	57.9	60.0	2	55
97	71.9	73.2	1	56
98	71.9	73.2	1	56
99	56.2	58.2	2	55
100	52.6	55.5	3	54

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
101	54.4	56.3	2	55
102	59.7	60.7	1	56
103	50.9	52.7	2	55
104	54.4	56.3	2	55
105	61.4	62.5	1	56
106	52.6	53.5	1	56
107	56.1	57.1	1	56
108	52.6	53.6	1	56
109	77.2	80.0	2	55
110	59.6	61.8	2	55
111	57.9	60.0	2	55
112	49.1	51.9	3	54
113	57.9	61.1	3	54
114	42.1	44.5	3	54
115	63.2	66.7	3	54
116	64.9	67.3	2	55
117	66.7	69.1	2	55
118	49.2	50.9	2	55
119	78.0	81.9	2	55
120	77.2	80.0	2	55
121	66.6	70.4	3	54
122	73.7	79.3	4	53
123	64.9	66.1	1	56
124	66.6	67.9	1	56
125	73.7	75.0	1	56
126	80.7	82.1	1	56
127	61.4	62.5	1	56
128	91.2	92.9	1	56
129	91.2	94.6	2	55
130	71.9	74.5	2	55
131	52.6	53.6	1	56
132	75.5	76.8	1	56

Polish

At the time of this report, frequencies have not been computed for the Polish responses.

APPENDIX C

The following chart is a synthesis of all items on the APL/ESL Survey that received a rating of 3 (very interesting or very important) by more than 50% of the people in each group as listed below.

The leftmost column shows the number of the item on the survey. (#1 = "Discuss what kind of job is best for you; #2 = Read job descriptions" etc.)

Each of the other columns is headed by a group name and the number in that group. X's are placed in each column on line with those items (1 - 66) which received the response "very interesting" and for those items (67 - 132) which received the response "very important" by 50% or more of the students.

Column headings designate the following:

Spanish = language group
Cuban, Puerto Rican, Colombian, Ecuadorian = respective nationality groups
Japanese, Polish = respective nationality as well as language groups
Male, Female: Data is based on the 245 students comprised by the Cubans, Puerto Ricans, Colombians and Ecuadorians
Urban: based on attending adult education classes in: Hackensack, Jersey City, Newark, Passaic, Paterson, Union City and West New York (New Jersey)
Suburban: based on attending adult education classes in: Clifton, Englewood, Fort Lee and Hackensack (New Jersey)

Item #	Spanish	Cuban	Puerto Rican	Colombian	Ecuadorian	Japanese	Polish	Male	Female	Urban	Sub-urban
	359	113	29	71	32	57	37	81	160	306	147
	*number of questionnaires examined										
1	X	X	X	X	X		X	X	X		
2							X				
3	X		X	X	X		X		X		X
4	X		X	X					X	X	
5											
6											
7	X	X		X					X		X
8											
9		X					X		X		
10	X	X		X	X			X	X	X	X
11	X	X	X	X	X			X	X	X	X
12	X	X		X					X	X	
13	X	X		X	X			X	X	X	X
14	X	X		X	X			X	X	X	X
15	X	X		X	X			X	X	X	X
16	X	X		X	X			X	X	X	X
17	X	X		X				X	X	X	X
18	X	X		X							X
19	X	X		X							X
20	X										
21				X					X		X
22											
23											
24											
25											
26											
27		X		X	X				X	X	X

APPENDIX C (con't.)

Item #	Spanish 334	Cuban 113	Puerto Rican 29	Colombian 71	Ecuadorian 32	Japanese 57	Polish 37	Male 81	Female 160	Urban 334	Sub-urban 43
28											
29	Items 29 & 95 were inadvertently excluded from Spanish questionnaires.										
30											
31					x						
32		x									
33					x						
34											
35											
36											
37											
38											
39											x
40		x			x						x
41											
42					x						
43											
44											
45											
46											
47	x	x		x					x		x
48											
49				x							x
50			x								
51											
52											
53											
54											
55											x
56					x				x		x
57											
58											
59											
60											
61											
62						x					x
63	x	x		x				x	x	x	x
64	x	x		x				x	x	x	x

APPENDIX C (con't,)

Item	Spanish	Cuban	Puerto Rican	Colombian	Ecuadorian	Japanese	Polish	Male	Female	Urban	Sub-urban
#	334	113	29	71	32	57	37	81	160	334	43
65		X			X				X		X
66			X								
67	X		X	X	X				X		X
68											
69				X					X		X
70											X
71											
72											
73				X							X
74											
75									X		
76	X			X					X	X	X
77	X	X	X	X	X			X	X	X	X
78											
79	X	X		X					X	X	X
80	X	X		X					X	X	X
81	X	X		X					X	X	X
82	X	X	X					X	X	X	
83	X	X		X					X	X	
84											
85	X			X							
86											
87	X			X					X		X
88	Please note: None of the items between 89 and 112 were rated very										X
...	interesting (3) by more than 50% of the respondants.										
113											X
114											
115											X
116											
117											
118											
119											
120											
121											
122	X	X		X					X		X
123											
124											
125											
126											
127											
128											X
129	X	X		X				X	X	X	X
130	X	X		X				X	X	X	X
131											X

APPENDIX D

LANGUAGE: Spanish

Interest Index	GETTING A JOB	JOB BENEFITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APARTMENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8	1/11								
2.7									
2.6	3/11	6/8	1/4						
2.5	3/11	2/8	1/4	3/15	2/7	2/6		1/6	
2.4	1/11		2/4	4/15	4/7		3/6	1/6	
2.3	3/11			4/15	1/7	3/6	2/6	2/6	2/3
2.2				3/15		1/6	1/6	2/6	
2.1				1/15					
2.0									1/3
1.9									
1.8									
1.7									
1.6									
1.5									

LANGUAGE: Spanish

APPENDIX D (con't.)

Importance Index	GETTING A JOB	JOB BENEFITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APARTMENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8									
2.7									
2.6	1/11								
2.5	3/11	8/8	3/4	2/15	1/7				
2.4	3/11		1/4	2/15	2/7	1/6	1/6	1/6	
2.3	2/11			6/15	3/7	1/6	3/6	1/6	
2.2	2/11			4/15	1/7	4/6	2/6	4/6	2/3
2.1				1/15					
2.0									
1.9									1/3
1.8									
1.7									
1.6									
1.5									

Interest Index	GETTING A JOB	JOB BENE-FITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APART-MENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8									
2.7									
2.6									
2.5									
2.4				2/15					3/3
2.3				2/15					
2.2					2/7			1/6	
2.1				4/15	2/7	1/6			
2.0		1/8		3/15	2/7	3/6		1/6	
1.9		4/8		3/15		2/6	1/6	1/6	
1.8		3/8		1/15	1/7		3/6	3/6	
1.7	3/11		3/4				2/6		
1.5	3/11		1/4						
1.5	5/11								

Importance Index	GETTING A JOB	JOB BENEFITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APARTMENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8									
2.7									
2.6									
2.5									
2.4									
2.3				3/15	1/7	1/6			
2.2						2/6			
2.1				2/15			1/6	1/6	3/3
2.0		1/8		3/15	2/7		2/6	2/6	
1.9		3/8		4/15	2/7	3/6	1/6	2/6	
1.8	1/11	4/8	1/4	2/15	1/7		2/6	1/6	
1.7	7/11		1/4						
1.6	2/11		2/4	1/15	1/7				
1.5	1/11								

APPENDIX E

The items on this page were considered to be of greatest interest and/or importance by 50% or more of the 359 Spanish speakers surveyed. They are divided here into four groups according to the number of "confirmations" received.

Possible Confirmations

1) Topic judged "very interesting" (3 circled) by 50% or more of participants.
2) Topic judged "very important" (3 circled) by 50% or more of participants.
3) Topic received "mean interest rating"* of 2.5 or higher (on a scale of 1-3)
4) Topic received "mean importance rating"* of 2.5 or higher

*(See page 11 of the present report for explanation.)

Four Confirmations (1, 2, 3 and 4 above)

numbers on survey (Interest)	(Importance)	
1	67	Discuss what kind of job is best for you
10	76	Learn how to take employment tests
11	77	Learn how to speak in a job interview
12	78	Learn about deductions from a job paycheck
13	79	Discuss job benefits: vacation time
14	80	" " " sick leave
15	81	" " " medical insurance
16	82	" " " social security
17	83	" " " pensions
19	84	" " " unemployment insurance

Three Confirmations

3	69	Learn about job qualifications
12	78	Learn about deductions from a job paycheck
20	86	Discuss job benefits: labor unions
21	87	Discuss job problems: lay offs
63	129	Learn how to read advertisements to tell legitimate offers from suspicious offers

Two Confirmations

4		Discuss how to look for a job
7		Discuss how to apply for a job
18		Discuss job benefits: life insurance
47		The good and bad of charge accounts
64	130	Discuss warranties and how to use them

One Confirmation

9		Fill out application forms
27		Reading leases
40		Learn how to get a loan for a car
	122	Learn how to use a bank

APPENDIX F

FREE RESPONSES

Language: Spanish

Of the 359 Spanish speakers to whom the Survey was given, 165 responded to one or more of the free response questions. Listed below is a summary of the items written in by this group. Note that many respondants contributed more than one item to a given question.

Category	INTERESTING*	IMPORTANT	DIFFICULT	DIFFERENT	LINE TOTAL	APPROX. % OF TOTAL
English	25	45	145	57	272	33.8%
Culture	11	8	18	142	179	22.3%
Climate	0	0	8	63	71	8.8%
Employment	12	17	15	23	67	8.3%
Food	0	1	2	33	36	4.5%
Transportation	4	1	18	5	28	3.5%
Shopping	2	0	18	5	25	3.1%
Finances	0	5	7	9	21	2.6%
Academic Subjects	16	4	0	0	20	2.5%
U.S. Gov't. & Law	3	8	8	1	20	2.5%
Miscellaneous	10	4	1	4	19	2.4%
Children	9	5	0	1	15	1.9%
System of Education	5	5	0	5	15	1.9%
Housing	0	0	2	9	11	1.4%
Clothing	0	0	0	5	5	.6%
TOTAL	97	103	242	362	804	100.1%

*INTERESTING stands for the first free response: "If there are any other topics that you enjoy discussing, write them here."
IMPORTANT stands for the second: "If there are any other topics which you feel you need to learn more about, write them here."
DIFFICULT stands for the third: "What things were the most difficult for you to learn about when you came to the U.S.?"
DIFFERENT stands for the fourth: "What things were the most different from your country?"

Please note: In the total column, more than 100% resulted from rounding off figures to tenths.

APPENDIX F (con't.)

FREE RESPONSES

Language: Japanese

Of the 57 Japanese speakers to whom the Survey was given, 56 people responded to one or more of the free response questions. Listed below is a summary of the items written in by this group. Note that many respondants contributed more than one item to a given question.

Category	INTERESTING*	IMPORTANT	DIFFICULT	DIFFERENT	LINE TOTAL	APPROX % OF TOTAL
Culture	14	8	5	34	61	25.8%
English	4	2	20	8	34	14.4%
Health Care	2	11	10	2	25	10.6%
System of Education	9	6	4	2	21	8.9%
Transportation	0	1	6	7	14	5.9%
Academic Subjects	9	4	0	0	13	5.5%
Miscellaneous	2	9	2	0	13	5.5%
Tipping	0	0	8	5	13	5.5%
Recreation	5	3	1	2	11	4.7%
Shopping	0	1	6	1	8	3.4%
Employment	2	4	0	0	6	2.5%
Measurement	0	0	5	1	6	2.5%
Food	0	1	2	1	4	1.7%
U.S. Gov't. & Law	1	2	1	0	4	1.7%
Banking	0	0	1	3	4	1.7%
TOTAL	48	52	71	66	237	100.3%

CATEGORIES USED FOR FREE RESPONSES OF SPANISH SPEAKERS

APPENDIX G

English

English
conversation
comprehension of T.V., movies
reading and writing
letters
composition
telephone
English for daily use

culture

customs
way of life
ambience
everything
many things
people
pace of life
youth
people's character
freedom
behavior
American mentality
social system
human relations
family life
fear
lack of communication among neighbors
holidays
racism
authority
respect for humanity
no servants
social relations of children

climate

climate

employment

work
day of work
employment opportunities
start a business
become a secretary
become a commercial artist
become a teller
become a nurse
become a factory worker
join the army
learn a trade
looking for work
reading newspaper ads for jobs
job benefits
social security
choosing a career
knowing about employment possibilities
applying for a job
filling out job applications
work hours
labor laws

transportation

finding my way
getting from place to place
following directions
public transportation
local streets
cars
talk to mechanic about problems with car
driver's license

food

food
restaurants

shopping

shopping
knowing quality of product
shopping for food
exchanging items
knowing correct prices

finances

money
income tax
banking
economic system
high cost of living
welfare
credit
money order

academic subjects

current events
history
politics
art
religion
architecture
international relations
literature
music
problems affecting humanity
science

U.S.government and law

U.S. laws
getting a resident visa
citizenship exam

miscellaneous

emergencies
calling police or firemen
car accidents
the city
big cars
wide streets
pollution
recreation
insurance
utilities
travel agencies

children

adolescents
psychology of adolescents
how to deal with adolescents
school for children
talking with children's teachers

system of education

system of education
enrolling in college
financial aid for college

housing

housing
appearance of housing
decorating an apartment

clothing

style of clothing

CATEGORIES USED FOR FREE RESPONSES OF JAPANESE SPEAKERS

culture

customs
culture
way of life
different races
discrimination
size and power of the U.S.
attitudes toward children
relationship between family members
marital roles and work
informality and open-mindedness of people
disposable culture
different language
efficiency of American life
how to make friends with Americans
rational thought

English

English
daily conversation
telephone
understanding news
understanding television
reading and writing

health care

medicine
health care
finding a good doctor
talking to doctors

system of education

system of education
education of children
registering children in school
how to get into college

transportation

traffic regulations and signs
need for a car
driver's license
public transportation--subways and buses

academic subjects

history of social problems in the U.S.
animals
art
constellations
flowers
geography
difference between city and country

miscellaneous

everyday topics of interest to housewives
talking in the beauty parlor
what to do in a car accident
using a washing machine
insurance--fire, car, etc.
how to use public institutions

tipping

how much to tip
tipping
when to tip
don't tip in Japan

recreation

leisure time facilities
summer camp
recreation
trips
enjoy life
more affluence permits more enjoyment

shopping

clothing sizes
difficulty with English in stores
sales taxes
large variety makes choice difficult

employment

business contracts
how to find a good job
jobs
labor unions
purpose of working
salaries

measurement

measurement system
measurements
different measures
units of measure

food

how to buy and cook American food
reading menus

U.S. government and law

lawyers
citizenship examination
election system

banking

banking
checking account
personal checks instead of cash